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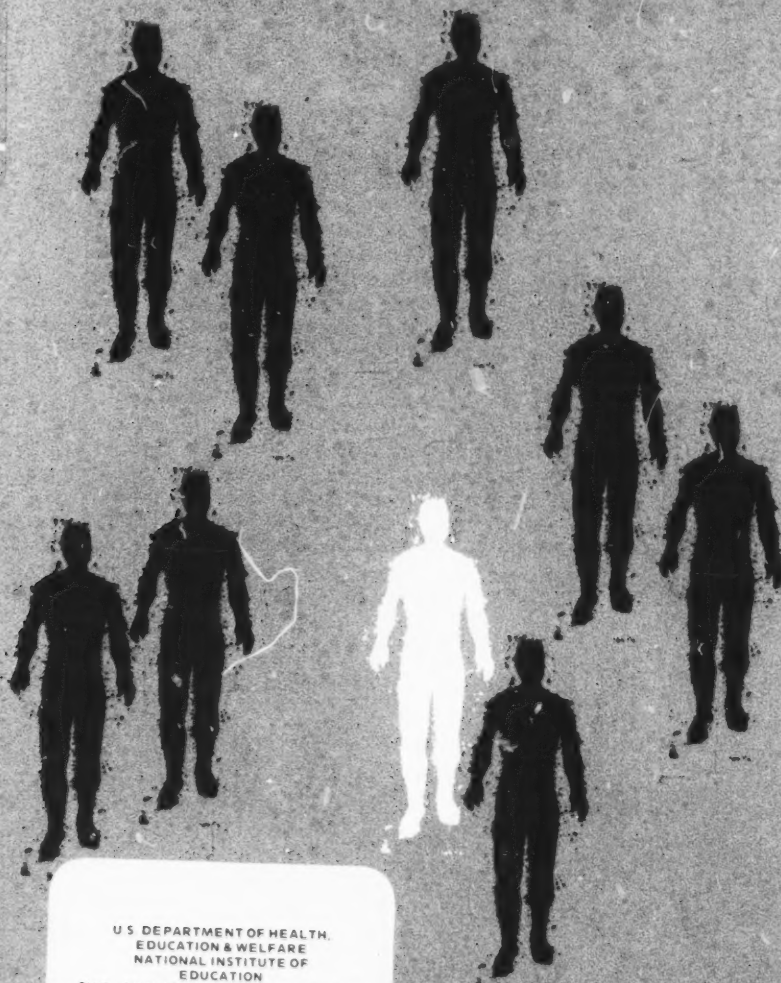
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ABSTRACT

This report presents information concerning the white student on the black campus. White students in 18 traditionally black public colleges and universities were administered a 59-item questionnaire. Responses revealed: (1) An almost evenly divided enrollment by sex, more than 50% were married, and the mean age for female students exceeded by three the mean age of the male students, 30 to 27. (2) Two-thirds of the students were enrolled in full-time programs and reported above average grades. (3) The majority of the students commuted daily to the campus. (4) Approximately 57% of the students financed their education with personal funds and assistance from their parents. (5) Nearly one-half of the students were transfers from predominantly white institutions. (6) Convenience of location, availability of desired degree programs, and low tuition costs were the chief factors given for enrolling at the black institution. (7) A third of the students admitted reservations about enrolling at the black institution. (8) Fifty-six percent of the students had experienced practically no contact with blacks prior to their enrollment at the college. (9) More than half the students experienced no difficulty in expressing themselves in the classroom. (10) Seventy-five percent of the students accepted black studies courses without hesitancy. (11) Approximately 40% of the students participated in nonacademic activities. (12) Socially, race did not appear to be a significant factor. (Author)

ED 083904

The White Student on the Black Campus



U.S. DEPARTMENT OF HEALTH,
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PROFILE OF THE WHITE STUDENT ENROLLED AT THE BLACK COLLEGE

A native of the region, between 27 and 30 years of age, and likely to be married, this student has not sought the advice of his family and friends in reaching the decision to enroll in a black college. Although deeply concerned about the nature of his experiences, academic and social, and also about his physical safety, relatives and friends have made no strong efforts to influence the decision in either direction. The student has had pleasant and unpleasant experiences related to problems of adjustment and acceptance but has not sought special help. He prefers to work through any difficulties by relying upon his own determination, self-confidence and maturity.

This student arrives at the traditionally black campus with goals firmly fixed and immediately establishes the impression among his peers and upon the faculty that he has enrolled primarily to achieve these goals. Dependent upon limited family resources and his own savings, his decision to enroll at the black institution is based upon sound economic judgment. Expenses at the college are relatively low, and its location makes daily commuting convenient. He has no plans to become involved in activities that will incur financial obligations. His careful review of the college's academic offerings assures him that the program he wants is available, and the quality of the facilities and the faculty to be involved does not need to be questioned. These factors have helped him to overcome or minimize many of the reservations concerning the black college and university he has nurtured for so long.

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THE WHITE STUDENT ENROLLED IN THE TRADITIONALLY
PUBLIC BLACK COLLEGE AND UNIVERSITY

September 1973

Institute for Higher Educational Opportunity
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

Foreword

A new and very significant responsibility now facing the traditionally black colleges and universities results from the increasing number of white students enrolling in these institutions. To provide programs to serve these students is surely a responsibility of major concern to these institutions as they redefine their purpose in light of their changing roles in higher education.

The study reported herein was undertaken to provide these institutions with information that will have significant value in the successful implementation of this new responsibility.

The Institute for Higher Educational Opportunity is pleased to continue its assistance to the black colleges and universities that are committed to expanding their services to accommodate the demands of a pluralistic society.

Dr. Rogers J. Newman
Director
Institute for Higher
Educational Opportunity

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PREFACE

The basic design and themes of The White Student in Traditionally Black Public Colleges and Universities were first tested in 1970-71 when the author, in collaboration with Phyllis R. Stein, a former colleague and English instructor at Fayetteville State University, noted with some misgivings—which some now see more clearly—that reverse integration was taking place in academia at a surprising rate. However, in spite of the fact that white students were beginning to attend predominantly black schools and the corresponding fact that this transition was taking place in a relatively calm atmosphere, only scant notice was being given by the media and agencies of higher education to the enrollment of white students at the black colleges and universities. Believing that this very important trend in higher education should be a chief concern of all educators, we initiated our study and investigation of the characteristics of the white students enrolled in the five public black colleges in the state of North Carolina.

The most gratifying response to The White Student in Five Predominantly Black Universities was received from the Southern Regional Education Board in the form of a request to conduct a similar study of white students in public black colleges and universities throughout the 14-state region. With the assurance of financial support and other supportive services, the broader study was begun in the fall of 1972 and submitted for publication in August, 1973.

This study has sought to provide answers to some questions, but in so doing, it has raised a good many more. To cite but a few examples:

- (1) What are the feelings and experiences of black students in institutions where reverse integration is occurring at an ever quickening pace?
- (2) Will the trend of turn-about desegregation really improve the lot of traditionally black public colleges and universities academically and financially and, if it does, will it do so only at the sacrifice of the role these institutions have traditionally played?
- (3) What long range effects will the experience of attending a traditionally black public college or university have on the lives and careers of the white student?

It seems that the time is ripe to organize and produce studies dealing with the white student on the predominantly black campus which are comparable both in number and quality to studies which have investigated the black student on the predominantly white campus.

In pursuit of a more exact and wider knowledge of the concerns and experiences of white students at traditionally black public colleges and universities, this study has provided an enormous amount of satisfaction. We have been fortunate in having at our disposal— at the planning session, and at every stage thereafter—the advice, counsel and assistance of both men and women, black and white, whose cooperative spirit and demonstration of racial amity have made the completion of this study a realization. I thank particularly Santha B. Bickford, a senior student at Fayetteville State University, whose assistance in this endeavor has been invaluable. Sincere appreciation also goes to those who served as the liaison representatives in the participating colleges and universities and to the staff of the Institute for Higher Educational Opportunity of the Southern Regional Education Board.

Charles I. Brown
Fayetteville State University

THE PROCEDURE

There were several purposes and concerns for this study, all of which may be subsumed under the primary objective of gathering and assembling information about a neglected and largely overlooked group—the white students in publicly supported colleges and universities which were originally chartered for black Americans. Twenty-eight colleges and universities were invited to participate in the study, details of which were outlined in letters to the presidents of the institutions. If the institution's decision was to participate, the president was asked to appoint one member of the faculty to coordinate administration of the questionnaires. In order to ensure the fullest cooperation possible, the initial exploratory letter further explained that the person appointed on each campus to coordinate the study with SREB would receive a modest stipend for his efforts. Eighteen colleges and universities agreed to participate. The 18 campus coordinators were identified and appropriate correspondence sent to them by the investigator.

White students in the 18 traditionally black public colleges and universities * studied numbered 5,579, or 8.46 percent of the total enrollment of 65,966. Interestingly enough, this white enrollment figure was almost evenly divided between male and female students, 2,828 and 2,751 respectively. It was deemed neither practical nor necessary to pool the entire population of white students, but rather a combination of whole universe sampling and stratified sampling was decided upon. More specifically, on campuses where white students numbered less than one hundred, all of the students were included in the survey. On campuses where white students exceeded one hundred, a stratified sampling technique was used.

This method met with varying degrees of success, since the percentage of white students participating in the study at the 18 schools ranged from 4.62 to 83.6 percent of the total white enrollment. On an overall basis, the soundness of the decision to employ both whole universe and stratified sampling techniques was borne out by the 626 responses (37 percent of the 1,696 questionnaires distributed), which were received. The returns clearly reflected the composition and characteristics of the entire white student group attending traditionally black public colleges and universities. For example, 50.69 percent of

* See Table on page 4.

Colleges and Universities	Total White Enrollment			% of Total Responding			No. Sent			Questionnaires Returned			% Responses Per Sex			% of Sample (2) Each College By Sex		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	M	F	T	
Ala. A and M	355	330	685	7	11	9	105	26	36	62	59		42	58	8	12	10	
Albany St.	24	27	51	25	37	31	57	6	10	16	28		38	63	2	3	3	
Bowie St.	394	775	1169	6	4	5	105	25	29	54	51		46	54	8	10	9	
Coppin St.	194	159	353	7	11	8	105	9	18	27	26		33	67	3	6	4	
Eliz. City State Uni.	41	30	71	41	57	48	76	17	17	34	45		50	50	5	6	5	
Fayetteville State Univ.	34	21	55	82	86	84	110	18	28	46	42		39	61	5	9	7	
Fla. A and M	112	50	162	11	12	11	105	12	6	18	17		67	33	4	2	3	
Fort Valley State Coll.	9	2	11	44	50	45	16	4	1	5	31		80	20	1	Less than 1	1	
Kentucky State Univ.	440	430	870	13	9	11	105	59	40	99	94		60	40	18	13	16	
Morgan St.	495	241	736	4	5	5	105	22	12	34	32		65	35	7	4	5	
N. Carolina Central Univ.	86	32	118	26	47	31	105	22	15	37	35		59	41	7	5	6	
Savannah State Coll.	140	117	257	9	4	7	105	13	5	18	17		72	28	4	2	3	

Colleges and Universities	Total White Enrollment			% of Total Responding			No. Sent	Questionnaires Returned			% Responses Per Sex		% of Sample (2) Each College By Sex		
	M	F	T	M	F	T		M	F	T	M	F	M	F	T
S. Carolina State Coll.	151	125	266	4	9	6	105	6	11	17	35	65	2	4	3
(1) Southern Univ.	52	49	101	7	0	4	105	7	0	7	100	0	2	0	1
Tennessee State Univ.	100	130	230	25	19	22	105	25	25	50	50	50	8	8	8
Texas (1) Southern Univ.	56	54	110	35	21	28	105	33	19	52	61	39	10	6	8
Virginia State Coll.	142	125	267	13	6	10	105	19	8	27	70	30	6	3	4
Winston-Salem State Univ.	18	49	67	33	35	34	72	6	17	23	26	74	2	6	4
TOTALS	2843	2746	5589	11	11	11	1696	329	297	626	53	47	100	100	100

(1) Enrollment Data Received from Office for Advancement of Public Negro Colleges.

(2) Percentages Rounded.

white students attending traditionally black public colleges and universities were male and 49.31 percent were female. The distribution in the sample was nearly the same, with the responses divided between 52.56 percent males and 47.44 percent females.

The 59-item questionnaire which was the primary source of the data collected was divided into the following areas: (1) general characteristics, (2) classification, occupational goals, etc., (3) sources of income for college expenses, (4) enrollment, (5) factors and reservations affecting attendance, (6) prior contact with blacks, (7) academic experiences, (8) non-academic experiences, (9) impressions, (10) preferences in academic and social guidance, and (11) the need for special orientation programs or activities.

Although the items included in the questionnaire were, for the most part, highly structured, the respondents were provided some leeway in 12 questions with an "other" category and in a few additional questions (specifically items 26, 49, 52, and 53) several participants wrote in responses even though the questionnaire made no provision for them. Three questions were completely open-ended. Each questionnaire was also accompanied by an introductory statement which explained the objectives of the study to the student and assured him that his anonymity would be maintained and his responses kept confidential.

PRINCIPAL FINDINGS

Each item of data gathered during this study is important and will be of value to college and university administrators, faculty, and to other persons and agencies charged with the responsibility of higher education. Listed below are the findings which might be considered most significant and revealing about the white students on the campuses included in the study:

1. Responses revealed an almost evenly divided enrollment by sex; more than 50 percent were married. The mean age for female students exceeded by three the mean age of the male students, 30 to 27.
2. Two-thirds of the students were enrolled in full-time programs and reported above average grades.
3. The majority of the students commuted daily to the campus, preferring either to reside at home or at off-campus addresses.
4. Approximately 57 percent of the students financed their education with personal funds and assistance from their parents. Twenty percent received assistance in forms of scholarships and grants from the schools.
5. Nearly one-half of the students were transfers from predominantly white institutions.
6. Convenience of location, availability of desired degree programs and low tuition costs were the chief factors given for enrolling at the black institution.
7. A third of the students admitted reservations about enrolling at the black institution, social and academic. Their families were enthusiastic over the idea, and only their friends and some peers expressed some doubt as to the wisdom of their decision.
8. Fifty-six percent of the students had experienced practically no contact with blacks prior to their enrollment at the college.
9. More than half the students experienced no difficulty in expressing themselves in the classroom and

did not believe they would feel more at ease if they were black students.

10. Seventy-five percent of the students accepted black studies courses without hesitancy and resentment, and half of these experienced no guilt and embarrassment while attending the black studies courses.
11. Approximately 40 percent of the students participated in non-academic activities; a majority reported that they really had no free time.
12. Socially, race did not appear to be a significant factor. Student interrelationships were based upon common interests.
13. Sixty percent of the white students believed that black students evinced the most racist attitudes on the campus.
14. Seventy-nine percent of the students reported that the academic programs met or exceeded their expectations, and a majority were satisfied with the non-academic programs offered.
15. A majority of the students indicated that their concern was to seek assistance from any available source whether the person was black or white.
16. The majority believed that any special orientation for white students was unnecessary and would simply create more anxiety and tension among faculty and students.

REVIEW OF DATA

Most worthy of note generally in a survey of this nature was the awareness of the individuals involved. Of the 626 respondents to the questionnaire, representing 37 percent of the questionnaires mailed, 53 percent were male and 47 percent were female students. The birthplace of 63 percent of the respondents was in the South; the remainder were natives of 27 other states and two foreign countries. The data did not report when the latter group moved to the South.

Fifty-five percent of the students were married and 42 percent of this number were parents of children whose ages ranged for the majority between two and fifteen. Each sex was pretty evenly represented as undergraduate and graduate students, and 66 percent of all the students were registered as full-time students. The male students residing on campus outnumbered the female students 37 percent to 23 percent.

The major interests of the majority of male students were in the areas of business administration and accounting, history and political science, education, psychology and sociology. Education was the choice of 44 percent of the female students, with 13 percent electing psychology and sociology. The ultimate goals of 89 percent of the female students included the bachelor's, the master's and the doctorate degrees. For 86 percent of the male students the goals were the same, plus the addition of the law degree. The majority of the women students, 61 percent, indicated teaching as their occupational goal as compared with 33 percent of the men students having a similar occupational goal. Non-teaching occupational goals attracted 49 percent of the male students.

None of the students had ever before attended a predominantly black institution. However, 85 percent reported that black students were enrolled in the institutions they had attended. Previous contacts with blacks had been very limited and were restricted to school and employment experiences. Participation in the classroom presented no problems to 54 percent of the students, who stated that they were always at ease in expressing their opinions freely and comfortably. Another 43 percent felt at ease sometimes. Practically half the students, 49 percent, did not think race had a significant effect upon one's ability to express his opinions with a feeling of ease. Black studies courses were not objectionable to a majority of the students, 76 percent, and only nine percent were definitely hesitant to express their opinions in these courses.

The very limited participation in non-academic activities was expected, since only nine percent of the male students and three percent of the females gave prior notice that they would participate regularly. Lack of time, the occasional inconvenience due to time and place, and other interests were the principal reasons given for not participating in non-academic activities. Athletics and club organizations were the major attractions for the few students participating. Race did not appear to be an issue, because 57 percent of the white students reported primary social contact with the black students. According to 63 percent of the students, these friendships did not extend beyond the boundaries of the college campus.

It was clearly illustrated that choosing a desirable institution of higher education presents many pertinent concerns to students, and that diverse factors determine their decisions as to choices of institutions appropriate to their needs. The decision is readily understood in terms of simple economics—the low financial cost of an education at the black institution.

Nearly half of the white student enrollment, 48 percent of the men and 42 percent of the women, cited the low fees and tuition as the major factors determining their decisions to attend these institutions. The convenient location of the institution appealed to 68 percent of the male students and to 78 percent of the female students. There was no lack of confidence in the degree programs offered, since 68 percent of the male students and 78 percent of the female students stated that the programs were relevant to their goals.

Acceptance by black students and social ostracism by their white peers were the chief concerns of 20 percent of the male students, 26 percent of the female students. However, 68 percent of the male and 64 percent of the female students had no reservations about attending a black institution. It did appear that whatever reservations existed were no longer a matter of concern. The positive changes that have occurred were indicated in the statement that 85 percent of the male students and 79 percent of the female students recommended their respective institutions to other prospective college students.

The presence of racist attitudes on the black college and university campuses was claimed by 57 percent of the male students and by 66 percent of the female students. They also indicated that such attitudes were more pronounced among the black students than among the black administrators and black faculty members. It should be noted that 39 percent of the students elected not to respond to this section of the questionnaire.

and, also, that the questionnaire did not ask the respondent to define racism.

The academic experiences reported by the 626 respondents appear to support their reasons for electing to enroll in the black colleges and universities. More than half the students indicated that their expectations had been satisfied, and 25 percent stated their academic experiences had far exceeded their expectations. As to quality of teaching, the superior preparedness of the faculty and the genuine concern of the faculty for the student, more than 75 percent of the students indicated their approval in each instance. To the suggestion of an orientation program for the white students only, 47 percent of the students felt it was unnecessary; and 13 percent stated it would create more anxiety and tension. Others observed that a separate orientation would be difficult to plan, would be more harmful than good, and would not be meaningful at the beginning of the year.

The female students received almost twice as much financial support from family relations as did the male students. Part-time work and veterans benefits were significant sources of income to the male students only. Personal savings were a source of income to 34 percent of the male students and to 30 percent of the female students.

The white student enrollment in the black institutions included 16 percent who enrolled immediately following high school graduation and 48 percent who transferred from predominantly white institutions. Military obligations, marriage and child-rearing were the major reasons given for delaying postsecondary education enrollment. The percentage of students indicating the decision to graduate from the college in which they were presently enrolled was very high: 83 percent of the male students and 84 percent of the female students.

APPENDIX

Here is a copy of the questionnaire which was distributed to the sampling on the 18 traditionally black public colleges and universities:

THE WHITE STUDENT IN TRADITIONALLY BLACK INSTITUTIONS

A Note to Students:

A review of the literature in higher education indicates that black students in the traditionally white institutions have been the subject of many investigations and studies, while quite the opposite has been the case regarding the white students attending traditionally black colleges and universities. In an attempt to gain more complete information relative to the experiences, expectations, and concerns of white students in predominantly black institutions, the Southern Regional Education Board invites your participation in this study which is focused upon the white presence on the black campus.

Since the white student enrollment is increasing in a number of the predominantly black colleges and universities, the information obtained through this study, we believe, will be of tremendous value to the predominantly black institutions as they prepare to serve a new student clientele.

Questionnaire

THE WHITE STUDENT IN PREDOMINANTLY
BLACK INSTITUTIONS

Institution and Questionnaire No. _____

SECTION A: GENERAL CHARACTERISTICS

1. Sex _____ 2. Age _____ 3. Marital Status _____
4. Number of Children _____ 5. Age range of children _____
6. Number of grandchildren _____ 7. Age range of grandchildren _____
8. State of Birth _____
(Name of State)
9. State of longest residence _____

SECTION B: CLASSIFICATION, OCCUPATIONAL GOALS, etc.

10. Classification: (Circle one) Freshman, Sophomore,
Junior, Senior, Graduate, Special, Unclassified,
Exchange, Other (Specify) _____
11. Are you a resident student _____ or non-resident stu-
dent _____
12. Are you a full-time student _____ or part-time
student _____
(Full-time = 14 sem. hrs. or more)
13. If you are a part-time student, how many semester hours
of credit are you carrying? _____
14. What is your major field? _____
15. What degree is your ultimate goal? (Circle one)
Associate Arts, Bachelor's, Master's, Doctorate, Law,
Medicine, None, Other _____
16. What is your occupational goal? _____
17. What is your current grade point average? _____

18. Are you a member of an academic honor society?
Yes _____ No _____

SECTION C: SOURCES OF INCOME

19. What is the principle source of your income for your college expenses?

_____	a. Aid from Parents	_____	%
_____	b. Scholarships and grants	_____	%
_____	c. Student Loans	_____	%
_____	d. Other sources (please explain)	_____	%
_____		_____	%
_____		_____	%
_____		_____	%

SECTION D: ENROLLMENT

20. Did you enroll in this institution immediately after graduation from high school? Yes _____ No _____

21. If you did not, are you a delayed enrolled high school graduate? Yes _____ No _____

22. If you were delayed in commencing your college education please indicate the reason(s) that caused the delay:

_____	a. uninterested at the time
_____	b. needed to support family
_____	c. discharging military obligation
_____	d. got married
_____	e. maternal (raising children)
_____	f. other (please explain briefly) _____

23. Are you a transfer student? Yes _____ No _____

24. If you are a transfer student, did you transfer to this Institution:

_____	a. directly from a predominantly white institution?
_____	b. directly from a predominantly black institution?

- _____ c. as a delayed transfer from a predominantly white institution?
 _____ d. as a delayed transfer from a predominantly black institution?

25. If you are a delayed transfer student, please indicate the reason(s):

- _____ a. uninterested at the time
 _____ b. needed to support family
 _____ c. discharging military obligation
 _____ d. got married
 _____ e. maternal (raising children)
 _____ f. other (please explain briefly) _____

26. Having enrolled in this institution, do you now plan to graduate from here?
 Yes _____ No _____

SECTION E: FACTORS AFFECTING ATTENDANCE AND RESERVATIONS

Please indicate the factors which influenced your decision to enroll in this institution.

27. Why did you decide to attend this institution?

- _____ a. Financial costs of institution were suited to my budget.
 _____ b. Location of institution was convenient.
 _____ c. Courses and degree programs of institution were relevant to my goals.
 _____ d. Institution was the only school that accepted me.
 _____ f. Other (please explain) _____

28. Did you have any reservations concerning your enrollment in this institution?
 Yes _____ No _____

29. If so, were your concerns

- _____ a. of an academic nature (e.g., questioned whether this institution could adequately prepare you for your career goal)
- _____ b. of a financial nature (e.g., initially thought that the institution was too expensive for your budget)
- _____ c. of a social nature (e.g., wondered about your acceptance by black students, feared being ostracized by white peers, community, etc.)
- _____ d. other (please explain) _____

30. What is your opinion now relative to the concerns identified in question Number 29?

31. Using the reasons suggested in question 29, briefly explain what, if any, reservations were expressed by:

a. Family _____

b. High School Officials _____

c. Church Officials _____

d. Friends _____

32. Briefly explain what opinion you feel is now held by:

- a. Family _____

- b. High School Officials _____

- c. Church Officials _____

- d. Friends _____

33. Since your enrollment in this institution have you recommended it to other prospective white students?

Yes _____ No _____

SECTION F: PRIOR CONTACT WITH BLACKS

34. What is the approximate percentage of black students enrolled in the school, college, or university you attended prior to enrolling in this institution?

35. How would you describe your contact with black people prior to enrolling in this institution?

- _____ a. non-existent
- _____ b. limited
- _____ c. extensive

36. What was your principal area of contact with black people prior to enrolling in this institution?

- ☐ a. school
- ☐ b. community organizations
- ☐ c. religious organizations
- ☐ d. Employment
- ☐ e. Military service
- ☐ f. Others (please explain) _____

SECTION G: ACADEMIC EXPERIENCES

37. In the classroom, are you able to express your opinions freely and comfortably?

- ☐ a. always
- ☐ b. sometimes
- ☐ c. never

38. Do you feel that your black classmates express their opinions freely in your presence?

- ☐ a. always
- ☐ b. sometimes
- ☐ c. never

39. Would you feel more at ease expressing your opinion if you were black?

Yes _____ No _____ In some instances _____

40. Do you resent being asked to take Black Studies courses?
Yes _____ No _____

41. In your Black Studies courses do you feel a sense of guilt or embarrassment?

Yes _____ No _____ In some instances _____

42. Are you more hesitant to express yourself in your Black Studies courses than in your other courses?

Yes _____ No _____ In some instances _____

43. Do black students use any idiomatic or slang expressions that are difficult for you to understand?

Yes _____ No _____

If so, please give examples _____

SECTION H: NON-ACADEMIC EXPERIENCES

44. To what extent did you expect to participate in non-academic campus activities prior to enrollment in this institution?

_____ a. regularly
_____ b. occasionally
_____ c. not at all

45. Do you now participate in non-academic campus activities?

_____ a. regularly
_____ b. occasionally
_____ c. not at all

46. If you do participate in non-academic campus activities specify which:

_____ Fraternities/Sororities (Greek letter organizations)
_____ Club Organizations (Non-Greek letter organizations)
_____ Athletics (Player, Cheerleader, Majorette, etc.)
_____ Performing Arts— (Music, Art, Drama)
_____ Journalism— (Newspaper, Yearbook, etc.)
_____ Other (specify) _____

47. If you do not participate, it is because

_____ a. you have no free time
_____ b. it is inconvenient for you to attend
_____ c. you have other interests
_____ d. you have not been asked to participate

- _____ e. you do not want to participate
 _____ f. other (please explain) _____

48. Are your social contacts on campus primarily with:

- _____ a. Other whites with whom you have much in common, e.g., age, sex, marital status, classes together, etc.?
 _____ b. Blacks with whom you have much in common, e.g., age, sex, marital status, classes together, etc.?
 _____ c. Other whites with which you have little or nothing in common?
 _____ d. Blacks with which you have little or nothing in common?
 _____ e. None of the above.

49. To what extent have these campus friendships and associations with blacks spilled over into off-campus social activities not related to the school:

- _____ a. Dating among unmarried students
 _____ b. Sharing of family occasions
 _____ c. Interchange of personal visits with persons of the same sex
 _____ d. None of the above

SECTION I: IMPRESSIONS

50. Since enrolling in this institution, have you encountered any racist attitudes among blacks? Yes _____ No _____

51. If yes, which of the following have been the most racist in their attitudes?

Administrators:	Men _____	Women _____
Faculty:	Men _____	Women _____
Staff:	Men _____	Women _____
Students:	Men _____	Women _____

52. Since enrolling in this institution have your academic experiences:

- _____ exceeded your expectations?
 _____ met your expectations?

_____barely met your expectations?
_____failed to meet your expectations?

53. Have your non-academic experiences

_____exceeded your expectations?
_____met your expectations?
_____barely met your expectations?
_____failed to meet your expectations?

54. Since enrolling in this institution, have you found:

Institutional goals to be clearly identifiable?
Yes _____ No _____

The educational programs smoothly coordinated?
Yes _____ No _____

Community involvement commanding a high level of
priority? Yes _____ No _____

Visible interest in fostering a climate for learning and
free inquiry? Yes _____ No _____

Registration procedures easily executed?
Yes _____ No _____

Student services adequate? Yes _____ No _____

Student services easily accessible? Yes _____ No _____

That the faculty, as a group, presents well-prepared
subject matter? Yes _____ No _____

That teaching, generally, is geared to meeting the needs
of students within the framework of course objectives?
Yes _____ No _____

That the black students are friendly? Yes _____ No _____

That the black students are interested in maintaining an
intellectual climate? Yes _____ No _____

SECTION J: PREFERENCES IN ACADEMIC AND SOCIAL
GUIDANCE

55. If you are having problems of an academic nature, do
you seek help from:

- ☐ a. black professor
- ☐ b. white professor
- ☐ c. black counselor
- ☐ d. white counselor
- ☐ e. black administrator
- ☐ f. white administrator
- ☐ g. black friend
- ☐ h. white friend
- ☐ i. other, e.g., spouse, parent, minister,
etc. (please write in)

